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ABSTRACT

The survey reported in this document was designed to establish a consensus of opinion on the necessary educational competencies of a supervising teacher and to identify the critical tasks of such a teacher. The data were gathered from 786 respondents who were classified into five groups of school personnel: early childhood, elementary, and middle school supervising teachers and student teachers; secondary/postsecondary supervising teachers and student teachers; special education supervising teachers and student teachers; and elementary, secondary, and postsecondary principals, superintendents, and college/university supervisors. Results of this survey are presented in tabular form, and a copy of the questionnaire is appended. (JD)

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A TAXONOMY OF CRITICAL TASKS FOR SUPERVISING TEACHERS
(A Research Study)

by

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U.S. DEPARTMENT OF HEALTH,
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A TAXONOMY OF CRITICAL TASKS FOR SUPERVISING TEACHERS (A Research Study)

INTRODUCTION

Many facets of teacher education, including the importance of student teaching and the role of the supervising teacher (cooperating teacher) has drawn considerable attention. The recognized importance of student teaching as an integral component of teacher education has focused attention upon the significance of the supervising teacher. Critical tasks of the supervising teacher need to be subjected to a more careful analysis if the quality of most student teaching experiences is to be improved.

Dussault⁷ states, "Teachers of tomorrow are significantly influenced today by their general observations of professionals around them and by the specific guidance they receive from designated persons who assume responsibility for their induction into the profession. Student teaching is a complex experience that requires careful supervision."

Supervising teachers perform a range of functions, but one of their primary functions during the student teaching experience is to teach the teacher of tomorrow to become a student of teaching. "Today, according to Bennie,¹ the student teacher is considered to be engaged in a learning situation...a student of teaching."

It is generally agreed that the competent supervising teacher is expected to perform a significant role in helping the student teacher become a student of teaching.

Supervising teachers perform a wide range of functions when working with student teachers. Knowledge about supervising teacher behavior and its relationship to student teacher behavior, immediate or delayed, is inadequate. As teaching behavior, however, the role of the competent supervising teacher can and should be subjected to systematic study.

The competent supervising teacher. Competent supervising teachers must create a sustaining environment that will enhance the chances of student teachers to develop to their fullest potential. Lindsey¹⁷ believes that supervising teachers should provide students of teaching with sources and resources pertinent to their teaching behavior. Cicirelli³ states that supervising teachers can act in a manner which tends to restrict the range of behavior of student teachers, or they can act in a manner which encourages student teachers to explore a full range of teaching behavior.

To help student teachers develop and modify their behavior is a basic function of the supervising teacher. According to Combs,⁴ "Instead of focusing attention on what students do, they (supervising teachers) must learn to concentrate on how student teachers feel, think, believe..about themselves, their students, their purposes, and the subject matter they are charged with teaching."

According to the National Education Association,²⁸ "Supervising teachers must have special skills and competencies beyond those required for effective classroom teaching. Supervising a neophyte requires skills in analysis and evaluation of teaching and knowledge of the nature of teaching."

Johnson and Perry¹⁴ state, "It is generally agreed that no other single individual has so direct an influence in shaping the attitudes, skills, and ideas of a prospective teacher as the supervising teacher."

"Various studies, according to Lang, Quick, and Johnson,¹⁶ indicate that the single most important individual in the student teaching process is the supervising teacher. It is this person who daily interacts with teacher education students and provides the classroom environment so necessary for a satisfying clinical experience."

Milner²⁰ believes, "The success or failure of the student teacher to develop into an effective teacher rests largely with the competent supervising teacher."

Dussault⁷ brings together in a most useful pattern, and for the first time, what is known (findings from research) and what is asserted (professional opinion) about the work of supervisors with student teachers. As the first study of its kind in the field of student teaching, this study is of great importance. Of similar import is his analysis of the state of knowledge in the field.

The quality of the student teaching component in the professional preparation of prospective teachers of high professional competence is dependent upon supervision provided by an effective supervising teacher.

It is generally agreed that the competent supervising teacher is a key person in a quality student teaching experience. Therefore, the task of the supervising teacher is not an easy one. Selection and retention of competent supervising teachers is essential.

The Selection and Retention of Supervising Teachers. In the development of a quality student teaching experience, the selection and retention of competent supervising teachers is a significant factor.

Some teacher educators, professional organizations, and accrediting agencies believe that the criteria for the selection of supervising teachers should be based on demonstrated behavior to work effectively with student teachers. However, there is little evidence in the literature and/or research to indicate that supervising teachers are retained on the basis of their performance.

Standards for the selection of supervising teachers generally is based on the recommendation of the building principal and/or other cooperating school administrators, teachers, and the college/university supervisor. In some instances, the supervising teacher is chosen from among those who volunteer.

Teacher educators, professional organizations, and accrediting agencies have suggested criteria for the selection of supervising teachers. Generally these criteria include: 1) highest type of professional certificate, 2) master's degree, 3) full approval for the subject area in which they are currently teaching, 4) teaching in the area of their major preparation, and 5) three or more years of successful teaching with at least one year in their current assignment.

One of the concerns is that subjective judgment is usually employed in the selection and retention of supervising teachers. A second inherent concern which complicates the supervising teacher selection

and retention process is the fact that identifiable criteria, i.e., training, certification, and teaching experience, do not always result in anticipated performance. Thirdly, little has been done to identify the critical tasks of supervising teachers.

The critical reappraisal of education in general and teacher education in particular and the need to make teacher education majors students of teaching, places a new emphasis on the role of the supervising teacher. Therefore the selection and retention of qualified supervising teachers based on demonstrated performance is essential if improvement of the student teaching experiences is to become a reality. The supervision of student teachers is a task that requires professional expertise.

Need for Study. The use of public/private schools to provide student teaching experiences has shifted the major responsibility for the supervision of student teachers to the classroom supervising teacher. Therefore, identification of the most important tasks of the supervising teacher is needed.

Among the circumstances focusing upon a need to identify the most important critical tasks of the supervising teacher is the general feeling among teacher educators that the quality of supervision needs to be improved. Another factor eliciting the need to identify the most important critical tasks, is the increasing role of the supervising teacher in the partnership concept of teacher education. Paramount in any student teaching program should be the identification of critical

tasks and the development of an assessment instrument to aid in determining the quality of supervision provided by supervising teachers. The need for analysis and interpretation of the interaction between the supervising teacher and the student teacher is becoming increasingly apparent to teacher educators.

Supervision of a student teacher is a role that requires systematic study and assessment. According to Lindsey,¹⁷ "In order to study supervisory teaching behavior, methods and instruments need to be developed to describe and analyze their behavior."

After careful examination of the available research, it became increasingly apparent to this investigator that there is a need for additional study to systematically isolate the most important critical tasks of supervising teachers.

Purpose of Study. The purpose of this study was two-fold: 1) to isolate those general categories of critical tasks believed to be the most important as perceived by teacher educators and student teachers and 2) to determine if groups of school personnel place the same relative degree of importance on each of 43 critical tasks.

Hypothesis. This hypothesis, stated in the operational null form, gave direction to the analysis of data: All of the groups of school personnel place the same relative degree of importance on each of 43 critical tasks of supervising teachers.

The same hypothesis is appropriate for each of the 43 critical tasks associated with the survey instrument.

PROCEDURES

Instrument Construction. Two concerns of this investigator gave direction to the construction of the instrument to be used in the survey: 1) educational competencies of the supervising teacher and 2) supervisory tasks of the supervising teacher.

Previous studies were useful to this investigator in selecting items to be included in the survey instrument. Stoumbis²³ sought to determine the role of the supervising teacher by comparing those roles suggested by individuals directly associated with the student teaching program. The purpose of a study by Decoteau⁶ was to determine the duties performed by supervising teachers. Foster¹⁰ did a study to explore the role of the supervising teacher by comparing the perceptions of supervising teachers, student teachers, and college supervisors. Critical tasks of supervising teachers as perceived by student teachers were identified in a study conducted by Farbstein.⁹ Roth²² identified effective and ineffective behaviors of supervising teachers utilizing the critical incident technique. Wright²⁹ conducted a study in which he identified some of the crucial behaviors of supervising teachers and then isolated those behaviors considered to be effective or ineffective.

Ehrenberg,⁸ Institute for Staff Development, Miami, developed "A Taxonomy of Educational Tasks for Classroom Instruction" that was useful in the selection of educational competencies to be included in the survey instrument.

Based on the personal judgment of this investigator, general

categories of critical tasks were abstracted from the studies cited previously to construct a 43-item instrument for use in this study conducted during the 1978 spring semester.

Population. The data were gathered from 786 respondents who were classified into five groups of school personnel: 259 early childhood, elementary, and middle school supervising teachers and student teachers, 47 special education supervising teachers and student teachers, 237 secondary/postsecondary supervising teachers and student teachers, 134 special area supervising teachers and student teachers, and 109 elementary, secondary, and postsecondary principals, superintendents, and college/university supervisors. A total of 135 individual school buildings from 50 public school districts, seven area community colleges, and 10 public and private colleges/universities were represented in the survey. The public school enrollments ranged from 675 to 37,185 pupils.

The respondents were requested to indicate the degree of importance they placed on each of the 43 critical tasks using a five-point Likert type scale (5 very high degree of importance and 1 very low degree of importance).

TREATMENT OF THE DATA

Based on the five-point scale, a composite mean and a mean for each of the 43 critical tasks were generated for each of the five groups of school personnel included in the survey.

The composite mean and the group means obtained for each critical task were used to rank order the 43 critical tasks according to the five groups of school personnel who responded to the survey.

The analysis of frequencies using chi square is a general method for testing hypotheses about frequencies classified into categories. The chi square analysis yields the probability that the obtained value is due to chance. For purposes of this study, the value of chi square was considered significant if the probability that it occurred by chance was 0.05 or less. If the associated probability is as small as 0.05, this investigator will reject the hypothesis that all groups of school personnel placed the same relative degree of importance on each of the 43 critical tasks.

To test the hypothesis, contingency tables (3 x 5) were constructed to study the association among the groups of school personnel and the rating scale. The 3 x 5, 15-cell, contingency tables were constructed from the five groups of school personnel and the three-point rating scale. The original five-point scale (5 very high and 1 very low) was reduced to a three-point scale by combining 1 with 2 and by combining 4 with 5.

FINDINGS

The obtained data provided a composite mean and group means for each of the 43 critical tasks for rank ordering purposes. Chart I reveals that the composite means range from a high of 4.605 for critical task number 43: The effective supervising teacher POSSESSES PROFESSIONAL CHARACTERISTICS/PERSONAL QUALITIES (ranked number one) to a low of 3.139 for critical task number 21: The effective supervising teacher HELPS THE STUDENT TEACHER TO BECOME KNOWLEDGEABLE ABOUT DISTRICT CURRICULUM (ranked number 43). The chart further reveals the mean and

rank order of each critical task by groups of school personnel and the range of means by rows and columns.

There is considerable consistency among the five groups of school personnel for each of the 43 critical tasks. For example, critical task number 43 is ranked first by 3 of the 5 groups of school personnel, and second by 2 of the groups. Likewise, critical task number 21 is ranked 43 by 2 groups, 42.5 by 1 group, and 42 by 2 groups of school personnel. Further examination of the chart reveals the same general pattern of consistency among the five groups of school personnel for each of the 43 critical tasks.

The composite means obtained for 43 critical tasks ranged from 4.605 to 3.139, a difference of 1.466. The composite means for the 27 critical tasks that ranked among the highest (1-27) (between 5.00 and 4.00 on the scale) ranged from 4.605 for critical task #43 to 4.039 for critical task #27, a difference of 0.566; the composite means for the 16 critical tasks that ranked among the lowest (from 28 to 43) (between 3.99 and 3.00 on the scale) ranged from 3.951 for critical task #34 to 3.139 for critical task #21, a difference of 0.814.

The contingency tables (1-43) that follow show the frequencies in each of the 15 cells, the row totals (based on the reduced scale from 5 point to 3 point), the column totals according to the five groups of school personnel, and the column percents according to the 3-point rating scale.

The title of Table 1, "Contingency Table Showing Relationship Among the Five Groups of School Personnel and a Three-Point Rating Scale", is

the same title for each of the subsequent tables 2 through 43; therefore, the title is not repeated for each table.

The row totals at the right hand margin in Table 1 show that 157 respondents placed a very low or low relative degree of importance (1 or 2 on a five-point scale) on task number one; 326 perceived task number one as being important (3 on a five-point scale); and 303 placed a high degree or very high degree of importance (4 or 5 on a five-point scale) on task number one. The proportions based on the rating scale are: 157/786, 326/786, and 303/786. These proportions are the probabilities that any one of the respondents selected at random from the sample of 786, would perceive critical task number one as having a relative degree of importance of 1/2, 3, or 4/5. The column totals at the bottom of the table show that 259 of the respondents are early childhood, elementary and middle school supervising teachers and student teachers; 47 of the respondents are special education supervising teachers and student teachers; 237 of the respondents are secondary/postsecondary supervising teachers and student teachers; 134 of the respondents are special area supervising teachers and student teachers, and 109 of the respondents are elementary, secondary, and postsecondary administrators. These proportions based on the five groups of school personnel are: 259/786, 47/786, 237/786, 134/786, and 109/786. These proportions are the probabilities that one of the respondents selected at random from the sample of 786 would fall in one of the five groups of school personnel.

Each of the subsequent contingency tables should be interpreted in the same manner.

CHART 1

Rank Order of Critical Tasks based on Composite Means
and Group Means According to Personnel Groupings

Task	Composite	Rank	Group 1	Rank	Group 2	Rank	Group 3	Rank	Group 4	Rank	Group 5	Rank	Range
	N = 786		N = 259		N = 47		N = 237		N = 134		N = 109		
1	3.283	41	3.431	41	3.000	42.5	3.131	42	3.230	41	3.394	42	0.431
2	3.462	40	3.546	39	3.152	40.5	3.426	38.5	3.363	39	3.477	41	0.394
3	3.573	38	3.702	38	3.326	39	3.397	40	3.481	38	3.798	34.5	0.463
4	4.569	2	4.601	5.5	4.543	3	4.514	1	4.615	1	4.505	6	0.110
5	4.418	12	4.576	8	4.444	9	4.254	16	4.459	5	4.330	13	0.322
6	4.483	8	4.607	4	4.522	4	4.393	7	4.422	7	4.578	3	0.214
7	4.082	25	4.272	21	4.130	19	3.963	26	3.978	25	3.908	29	0.364
8	3.734	36	3.862	34	4.022	24.5	3.683	34	3.511	37	3.725	36	0.511
9	4.539	3	4.601	5.5	4.455	8	4.488	3	4.563	3	4.413	11	0.188
10	4.427	11	4.470	15	4.174	18	4.324	12	4.296	13	4.523	4	0.349
11	3.186	42	3.155	43	3.152	40.5	3.180	41	2.963	43	3.587	40	0.624
12	4.086	24	4.166	23	4.109	20.5	3.975	25	4.096	22	4.083	23	0.191
13	4.490	7	4.569	9.5	4.467	7	4.414	6	4.407	9.5	4.486	7	0.162
14	4.410	13	4.527	12	4.370	14	4.332	11	4.415	8	4.239	17	0.288
15	3.914	30	3.993	30	4.022	24.5	3.799	31	3.807	31	4.000	25	0.223
16	4.510	6	4.590	7	4.478	6	4.422	5	4.467	4	4.514	5	0.168
17	3.757	33	3.820	36	3.630	36	3.743	32	3.689	34	3.651	38	0.190
18	3.778	32	3.898	32	4.000	27	3.631	37	3.711	33	3.688	37	0.369
19	4.361	15	4.459	16	4.630	2	4.275	15	4.244	14	4.266	16	0.386
20	4.291	18	4.403	18	4.196	17	4.225	17.5	4.163	17	4.229	18	0.240
21	3.139	43	3.177	42	3.000	42.5	2.996	43	3.097	42	3.266	43	0.270
22	3.930	29	4.021	28	3.667	35	3.856	29	3.859	29.5	3.991	26.5	0.354

Group #1...Early Childhood, elementary, and middle school
cooperating teachers and student teachers

Group #2...Special Education cooperating teachers and
student teachers

Group #3...Secondary/post-secondary cooperating teachers
and student teachers

Group #4...Special Area cooperating teachers and student
teachers

Group #5...Elementary, secondary and post-secondary
administrators

(See Appendix "A" for Questionnaire)

CHART 1 (continued)

Task Composite	Rank	Group 1	Rank	Group 2	Rank	Group 3	Rank	Group 4	Rank	Group 5	Rank	Range	
	N = 786		N = 259		N = 47		N = 237		N = 134		N = 109		
23	3.733	37	3.749	37	3.543	37	3.693	33	3.776	32	3.798	34.5	0.255
24	3.737	35	3.823	35	3.761	33	3.635	36	3.570	36	3.862	31	0.292
25	3.476	39	3.505	40	3.444	38	3.426	38.5	3.348	40	3.596	39	0.248
26	4.160	20	4.290	20	4.065	23	4.082	22	3.963	26	4.147	21	0.327
27	4.039	27	4.145	25	3.783	32	4.024	24	3.867	28	3.963	28	0.362
28	4.105	22	4.142	26	4.087	22	4.033	23	4.037	23	4.165	19	0.132
29	4.295	17	4.417	19	4.326	15.5	4.279	14	4.104	21	4.157	20	0.313
30	4.515	5	4.647	2	4.413	13	4.373	8	4.370	11	4.631	2	0.277
31	4.132	21	4.188	22	4.109	20.5	4.102	19.5	4.126	20	3.991	26.5	0.197
32	3.907	31	3.936	31	3.956	28	3.833	30	3.874	27	3.872	30	0.123
33	4.101	23	4.152	21	3.889	31	4.095	21	4.007	24	4.128	22	0.263
34	3.951	28	4.007	29	3.935	29.5	3.955	27	3.859	29.5	3.835	32	0.172
35	4.428	10	4.548	11	4.435	11.5	4.340	10	4.230	15	4.477	8	0.318
36	4.259	19	4.436	17	4.022	24.5	4.102	19.5	4.133	19	4.284	15	0.414
37	3.746	34	3.865	33	3.711	34	3.648	35	3.575	35	3.817	33	0.290
38	4.520	4	4.633	3	4.441	10	4.440	4	4.407	9.5	4.469	9	0.226
39	4.406	14	4.512	13	4.435	11.5	4.291	13	4.333	12	4.312	14	0.221
40	4.354	16	4.477	14	4.326	15.5	4.225	17.5	4.200	16	4.431	10	0.277
41	4.048	26	4.106	27	3.935	29.5	3.934	28	4.148	18	4.037	24	0.214
42	4.457	9	4.569	9.5	4.511	5	4.358	9	4.444	6	4.339	12	0.230
43	4.605	1	4.652	1	4.652	1	4.504	2	4.582	2	4.633	1	0.148
Overall	4.074		4.159		4.024		3.988		3.984		4.074		
Range	1.466		1.497		1.652		1.518		1.652		1.367		

Group #1...Early Childhood, elementary, and middle school cooperating teachers and student teachers

Group #2...Special Education cooperating teachers and student teachers

Group #3...Secondary/post-secondary cooperating teachers and student teachers

Group #4...Special Area cooperating teachers and student teachers

Group #5...Elementary, secondary and post-secondary administrators

(See Appendix "A" for Questionnaire)

TABLE 1

Contingency Table Showing Relationship Among Five Groups
of School Personnel and a Three-Point Rating Scale

Critical Task #1..The effective cooperating teacher POSSESSES KNOWLEDGE OF
DISTRICT EDUCATIONAL PHILOSOPHY AND INSTRUCTIONAL POLICIES (41)*

Scale ¹	Groups ²										
	<u>1</u>	<u>%³</u>	<u>2</u>	<u>%³</u>	<u>3</u>	<u>%³</u>	<u>4</u>	<u>%³</u>	<u>5</u>	<u>%³</u>	<u>Totals</u>
VL/L.....	34	13.1	13	27.6	68	28.8	27	20.1	15	13.8	157
I.....	116	44.8	22	46.8	81	34.3	58	43.3	49	45.0	326
H/VH.....	<u>109</u>	42.1	<u>12</u>	25.6	<u>88</u>	36.9	<u>49</u>	36.6	<u>45</u>	41.2	<u>303</u>
Totals...	259		47		237		134		109		786

A chi square value of 29.54 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.0003; therefore, the hypothesis is rejected. It appears that the early childhood, elementary, and middle school cooperating teachers and student teachers (group 1) and the elementary, secondary, and postsecondary administrators (group 5) placed a higher relative degree of importance on critical task one than did either of the other three groups of school personnel.

1....Scale

VL/L.....Very low/low degree of importance
I.....Important
H/VH.....High/very high degree of importance

2....Groups

1. Early childhood, elementary and middle school cooperating teachers and student teachers
2. Special education cooperating teachers and student teachers
3. Secondary/postsecondary cooperating teachers and student teachers
4. Special area cooperating teachers and student teachers
5. Elementary, secondary, postsecondary administrators (i.e., college/university supervisors)

3....Column percent according to rating scale and by groups of school personnel

*Rank order based on composite mean

TABLE 2
Critical Task #2..The effective cooperating teacher POSSESSES KNOWLEDGE OF
DISTRICT PERSONNEL POLICIES AND PERFORMANCE STANDARDS (40)

Scale	Groups										
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	<u>Totals</u>
VL/L.....	27	10.5	11	22.5	33	13.9	21	15.7	13	11.9	105
I.....	93	36.0	24	52.5	97	40.9	59	44.0	44	40.4	317
H/VH.....	<u>139</u>	53.5	<u>12</u>	25.0	<u>107</u>	45.2	<u>54</u>	40.3	<u>52</u>	47.7	<u>364</u>
Totals...	259		47		237		134		109		786

A chi square value of 15.97 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.0428; therefore the hypothesis is rejected. It seems that the early childhood, elementary, and middle school cooperating teachers and student teachers (group 1) placed a higher relative degree of importance on critical task two than did either of the other four groups of school personnel.

TABLE 3
Critical Task #3..The effective cooperating teacher POSSESSES KNOWLEDGE OF
DISTRICT INSTRUCTIONAL GOALS AND OBJECTIVES (38)

Scale	Groups										
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	<u>Totals</u>
VL/L.....	19	7.4	15	31.9	39	16.5	18	13.5	6	5.5	97
I.....	90	34.9	11	23.4	85	35.9	55	41.0	36	33.0	277
H/VH.....	<u>150</u>	57.7	<u>21</u>	44.7	<u>113</u>	47.6	<u>61</u>	45.5	<u>67</u>	61.5	<u>412</u>
Totals...	259		47		237		134		109		786

A chi square value of 35.17 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.0001; therefore, the hypothesis is rejected. It appears that elementary, secondary, and postsecondary administrators (group 5) placed a higher relative degree of importance on critical task three than did either of the other four groups of school personnel.

TABLE 4

Critical Task #4..The effective cooperating teacher ASSISTS THE STUDENT TEACHER
IN MAKING THE TRANSITION FROM COLLEGE STUDENT TO STUDENT
TEACHER (2)

Scale	Groups										
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	<u>Totals</u>
VL/L....	7	2.7	2	4.3	6	2.1	4	0.7	3	2.8	22
I.....	9	3.5	2	4.3	21	8.9	4	5.2	8	7.3	44
H/VH....	<u>243</u>	<u>93.8</u>	<u>43</u>	<u>91.4</u>	<u>210</u>	<u>89.0</u>	<u>126</u>	<u>94.1</u>	<u>98</u>	<u>89.9</u>	<u>720</u>
Totals..	259		47		237		134		109		786

A chi square value of 9.68 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.2882; therefore, the hypothesis is retained. There is no difference among the five groups of school personnel with respect to the relative degree of importance they placed on critical task number four.

TABLE 5

Critical Task #5..The effective cooperating teacher ORIENTS THE STUDENT TEACHER
TO SIGNIFICANT ELEMENTS OF THE STUDENT TEACHING EXPERIENCE (12)

Scale	Groups										
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	<u>Totals</u>
VL/L....	5	1.9	3	6.3	9	3.8	2	1.5	3	2.8	22
I.....	14	5.4	4	8.5	34	14.3	12	9.0	12	11.0	76
H/VH....	<u>240</u>	<u>92.7</u>	<u>40</u>	<u>85.2</u>	<u>194</u>	<u>81.9</u>	<u>120</u>	<u>89.5</u>	<u>94</u>	<u>86.2</u>	<u>688</u>
Totals..	259		47		237		134		109		786

A chi square value of 15.63 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.0480; therefore, the hypothesis is rejected. It seems that the early childhood, elementary, and middle school cooperating teachers and student teachers (group 1) placed a higher relative degree of importance on critical task five than did either of the other four groups of school personnel.

TABLE 6

Critical Task #6..The effective cooperating teacher PROVIDES FOR THE GRADUAL
INDUCTION OF THE STUDENT TEACHER INTO TEACHING TASKS (8)

Scale	Groups										
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	<u>Totals</u>
VL/L....	5	1.9	4	8.5	13	5.5	5	3.8	2	1.8	29
I.....	4	1.6	4	8.5	23	9.7	12	8.9	2	1.8	45
H/VH....	<u>250</u>	96.5	<u>39</u>	83.0	<u>201</u>	84.8	<u>117</u>	87.3	<u>105</u>	96.4	<u>712</u>
Totals..	259		47		237		134		109		786

A chi square value of 34.77 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.0001; therefore, the hypothesis is rejected. It appears that the early childhood, elementary, and middle school cooperating teachers and student teachers (group 1) and elementary, secondary, and postsecondary administrators (group 5) placed a higher relative degree of importance on critical task six than did either of the other three groups of school personnel.

TABLE 7

Critical Task #7..The effective cooperating teacher PROVIDES A FLEXIBLE WORK
SCHEDULE FOR STUDENT TEACHER (25)

Scale	Groups										
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	<u>Totals</u>
VL/L....	6	2.3	5	10.7	14	5.9	6	4.5	5	4.6	36
I.....	37	14.3	6	12.7	47	19.8	29	21.6	26	23.8	145
H/VH....	<u>216</u>	83.4	<u>36</u>	76.6	<u>176</u>	74.3	<u>99</u>	73.9	<u>78</u>	71.6	<u>605</u>
Totals..	259		47		237		134		109		786

A chi square value of 11.16 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.1925; therefore, the hypothesis is retained. There is no difference among the five groups of school personnel with respect to the relative degree of importance they placed on critical task number seven.

TABLE 8

Critical Task #8..The effective cooperating teacher POSSESSES KNOWLEDGE OF
SUPPORT (special service) PERSONNEL (36)

Scale	Groups										
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	<u>Totals</u>
VL/L....	12	4.6	4	8.5	15	6.4	15	11.2	8	7.3	54
I.....	82	31.7	10	21.5	95	39.8	54	40.3	37	33.9	278
H/VH....	<u>165</u>	63.7	<u>33</u>	70.0	<u>127</u>	53.8	<u>65</u>	48.5	<u>64</u>	58.8	<u>454</u>
Totals..	259		47		237		134		109		786

A chi square value of 16.19 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.0397; therefore, the hypothesis is rejected. It appears that the special education cooperating teachers and student teachers (group 2) placed a higher relative degree of importance on critical task eight than did either of the other four groups of school personnel.

TABLE 9

Critical Task #9..The effective cooperating teacher PROVIDES FREEDOM TO
TEACH (3)

Scale	Groups										
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	<u>Totals</u>
VL/L....	4	1.5	2	4.3	4	1.7	5	3.8	5	4.6	20
I.....	10	3.9	2	4.3	19	8.0	8	5.9	10	9.2	49
H/VH....	<u>245</u>	94.6	<u>43</u>	91.4	<u>214</u>	90.3	<u>121</u>	90.3	<u>94</u>	86.2	<u>717</u>
Totals..	259		47		237		134		109		786

A chi square value of 11.45 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.1777; therefore, the hypothesis is retained. There is no difference among the five groups of school personnel with respect to the relative degree of importance they placed on critical task number nine.

TABLE 10

Critical Task #10..The effective cooperating teacher CONDUCTS PURPOSEFUL
CONFERENCES WITH STUDENT TEACHER (11)

Scale	Groups										
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	<u>Totals</u>
VL/L.....	6	2.3	3	6.5	9	3.8	5	3.7	4	3.6	27
I.....	21	8.1	4	8.5	21	8.9	22	16.4	9	8.3	77
H/VH.....	<u>232</u>	89.6	<u>40</u>	85.0	<u>207</u>	87.3	<u>107</u>	79.9	<u>96</u>	88.1	<u>682</u>
Totals...	259		47		237		134		109		786

A chi square value of 10.58 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.2265; therefore, the hypothesis is retained. There is no difference among the five groups of school personnel with respect to the relative degree of importance they placed on critical task number ten.

TABLE 11

Critical Task #11..The effective cooperating teacher USES VARIOUS TOOLS AND
TECHNIQUES TO ANALYZE AND MODIFY TEACHING BEHAVIOR OF THE
STUDENT TEACHER (42)

Scale	Groups										
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	<u>Totals</u>
VL/L.....	71	27.4	13	27.5	67	28.3	53	39.6	14	12.8	218
I.....	93	35.9	9	20.0	75	31.6	37	27.6	37	33.9	251
H/VH.....	<u>95</u>	36.7	<u>25</u>	52.5	<u>95</u>	40.1	<u>44</u>	32.8	<u>58</u>	53.3	<u>317</u>
Totals...	259		47		237		134		109		786

A chi square value of 0.0002 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.0002; therefore, the hypothesis is rejected. It seems that the special education cooperating teachers and student teachers (group 2) and the secondary and postsecondary administrators (group 5) placed a higher relative degree of importance on critical task 11 than did either of the other three groups of school personnel.

TABLE 12

Critical Task #12..The effective cooperating teacher IS CAPABLE OF SELF-EVALUATING OWN PROFESSIONAL DEVELOPMENT AS A SUPERVISOR OF A STUDENT TEACHER (24)

Scale	Groups										
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	<u>Totals</u>
VL/L....	9	3.5	4	8.4	5	2.1	5	3.7	6	0.0	29
I.....	47	18.1	9	19.1	60	25.3	26	19.4	20	23.1	162
H/VH....	<u>203</u>	78.4	<u>34</u>	72.5	<u>172</u>	72.6	<u>103</u>	76.9	<u>83</u>	76.9	<u>595</u>
Totals..	259		47		237		134		109		786

A chi square value of 8.72 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.3661; therefore, the hypothesis is retained. There is no difference among the five groups of school personnel with respect to the relative degree of importance they placed on critical task number 12.

TABLE 13

Critical Task #13..The effective cooperating teacher PROVIDES FOR EVALUATION OF STUDENT TEACHER PERFORMANCE (7)

Scale	Groups										
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	<u>Totals</u>
VL/L....	5	1.9	2	4.3	5	2.1	5	3.8	7	6.4	24
I.....	6	2.3	3	6.4	20	8.4	16	11.9	8	7.4	53
H/VH....	<u>248</u>	95.8	<u>42</u>	89.3	<u>212</u>	89.5	<u>113</u>	84.3	<u>94</u>	86.2	<u>709</u>
Totals..	259		47		237		134		109		786

A chi square value of 21.36 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.0062; therefore, the hypothesis is rejected. It appears that the early childhood, elementary, and middle school cooperating teachers and student teachers (group 1) placed a higher relative degree of importance on critical task 13 than did either of the other four groups of school personnel.

TABLE 14

Critical Task #14..The effective cooperating teacher ACCEPTS THE STUDENT
TEACHER AS A CO-WORKER (13)

Scale	Groups										
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	<u>Totals</u>
VL/L.....	4	1.5	3	5.4	7	2.9	4	3.0	5	4.6	23
I.....	14	5.4	6	12.8	26	11.0	10	7.4	12	11.0	68
H/VH.....	<u>241</u>	93.1	<u>38</u>	81.8	<u>204</u>	86.1	<u>120</u>	89.6	<u>92</u>	84.4	<u>695</u>
Totals...	259		47		237		134		109		786

A chi square value of 12.41 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.1339; therefore, the hypothesis is retained. There is no difference among the five groups of school personnel with respect to the relative degree of importance they placed on critical task number 14.

TABLE 15

Critical Task #15..The effective cooperating teacher PROVIDES A FACILITATING
ENVIRONMENT FOR THE STUDENT TEACHER (30)

Scale	Groups										
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	<u>Totals</u>
VL/L.....	15	5.8	5	10.6	13	5.5	9	6.7	5	4.6	47
I.....	49	18.6	7	14.4	76	32.1	40	29.9	25	22.9	197
H/VH.....	<u>195</u>	75.6	<u>35</u>	75.0	<u>148</u>	62.4	<u>85</u>	63.4	<u>79</u>	72.5	<u>542</u>
Totals...	259		47		237		134		109		786

A chi square value of 16.01 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.0422; therefore, the hypothesis is rejected. It seems that the early childhood, elementary, and middle school cooperating teachers and student teachers (group 1), the special education cooperating teachers and student teachers (group 2), and the secondary and postsecondary administrators (group 5) placed a higher relative degree of importance on critical task number 15 than did the other two groups of school personnel.

TABLE 16

Critical Task #16..The effective cooperating teacher UNDERSTANDS SUPERVISORY
ROLE (6)

Scale	Groups										
	<u>1</u>	%	<u>2</u>	%	<u>3</u>	%	<u>4</u>	%	<u>5</u>	%	<u>Totals</u>
VL/L.....	6	2.3	4	6.4	7	2.9	6	4.5	4	3.7	27
I.....	14	5.4	5	10.1	21	8.9	11	8.2	6	5.5	57
H/VH.....	<u>239</u>	92.3	<u>38</u>	83.5	<u>209</u>	88.2	<u>117</u>	87.3	<u>99</u>	90.8	<u>702</u>
Totals...	259		47		237		134		109		786

A chi square value of 11.55 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.1724; therefore, the hypothesis is retained. There is no difference among the five groups of school personnel with respect to the relative degree they placed on critical task number 16.

TABLE 17

Critical Task #17..The effective cooperating teacher SHARES HIS/HER BELIEFS
ABOUT STUDENTS WITH THE STUDENT TEACHER (33)

Scale	Groups										
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	<u>Totals</u>
VL/L.....	16	6.2	9	19.2	18	7.7	14	10.4	11	10.1	68
I.....	70	27.0	9	19.2	73	31.2	40	29.9	41	37.6	233
H/VH.....	<u>173</u>	66.8	<u>29</u>	61.6	<u>146</u>	61.1	<u>80</u>	59.7	<u>57</u>	52.3	<u>485</u>
Totals...	259		47		237		134		109		786

A chi square value of 20.33 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.0092; therefore, the hypothesis is rejected. It appears that the early childhood, elementary, and middle school cooperating teachers and student teachers (group 1) placed a higher relative degree of importance on critical task number 17 than did either of the other four groups of school personnel.

TABLE 18

Critical Task #18..The effective cooperating teacher USES "SELF" IN WORKING WITH STUDENT TEACHER (32)

Scale	Groups										
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	<u>Totals</u>
VL/L.....	11	4.2	6	12.5	22	9.3	10	7.5	8	7.3	57
I.....	64	24.7	6	12.5	79	33.3	48	35.8	37	33.9	234
H/VH.....	<u>184</u>	71.1	<u>35</u>	75.0	<u>136</u>	57.4	<u>76</u>	56.7	<u>64</u>	58.8	<u>495</u>
Totals...	259		37		237		134		109		786

A chi square value of 17.49 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.0253; therefore, the hypothesis is rejected. It seems that the early childhood, elementary, and middle school cooperating teachers and student teachers (group 1) and special education cooperating teachers and student teachers (group 2) placed a higher relative degree of importance on critical task 18 than did either of the other three groups of school personnel.

TABLE 19

Critical Task #19..The effective cooperating teacher DEVELOPS AND MAINTAINS EXCELLENT HELPING RELATIONSHIPS (15)

Scale	Groups										
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	<u>Totals</u>
VL/L.....	7	2.7	2	5.0	8	3.4	2	1.5	2	1.8	21
I.....	14	5.4	2	5.0	24	10.1	22	16.4	18	16.5	80
H/VH.....	<u>238</u>	<u>91.9</u>	<u>43</u>	<u>90.0</u>	<u>205</u>	<u>86.5</u>	<u>110</u>	<u>82.1</u>	<u>89</u>	<u>81.7</u>	<u>685</u>
Totals...	259		47		237		134		109		786

A chi square value of 19.16 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.0140; therefore, the hypothesis is rejected. It appears that the early childhood, elementary, and middle school cooperating teachers and student teachers (group 1) and the special education cooperating teachers and student teachers (group 2) placed a higher relative degree of importance on critical task 19 than did either of the other three groups of school personnel.

TABLE 20

Critical Task #20..The effective cooperating teacher HELPS THE STUDENT TEACHER DEVELOP HIS/HER OWN TEACHING STYLE (18)

Scale	Groups										Totals
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	
VL/L....	4	1.5	4	7.5	12	5.1	6	4.5	5	4.6	31
I.....	17	6.6	7	14.9	27	11.4	24	17.9	15	13.7	90
H/VH....	<u>238</u>	91.9	<u>36</u>	77.6	<u>198</u>	83.5	<u>104</u>	77.6	<u>89</u>	81.7	<u>665</u>
Totals..	259		47		237		134		109		786

A chi square value of 20.82 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.0076; therefore, the hypothesis is rejected. It seems that the early childhood, elementary, and middle school cooperating teachers and student teachers (group 1) placed a higher relative degree of importance on critical task 20 than did either of the other four groups of school personnel.

TABLE 21

Critical Task #21..The effective cooperating teacher HELPS THE STUDENT TEACHER TO BECOME KNOWLEDGEABLE ABOUT DISTRICT CURRICULUM (43)

Scale	Groups										Totals
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	
VL/L....	45	17.4	15	31.9	67	28.5	38	27.8	24	22.0	189
I.....	122	47.1	19	40.4	100	42.6	57	42.9	45	41.3	343
H/VH....	<u>92</u>	35.5	<u>13</u>	27.7	<u>70</u>	28.9	<u>39</u>	29.3	<u>40</u>	36.7	<u>254</u>
Totals..	259		47		237		134		109		786

A chi square value of 12.69 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.1229; therefore, the hypothesis is retained. There is no difference among the five groups of school personnel with respect to the relative degree of importance they placed on critical task number 21.

TABLE 22

Critical Task #22..The effective cooperating teacher HELPS THE STUDENT TEACHER UNDERSTAND CURRICULUM PLANNING and DEVELOPMENT STRATEGIES (29)

Scale	Groups										
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	<u>Totals</u>
VL/L....	12	4.6	7	14.9	22	9.3	10	7.5	10	9.2	61
I.....	56	21.7	16	34.0	56	23.6	43	32.1	19	17.4	190
H/VH....	<u>191</u>	<u>73.7</u>	<u>24</u>	<u>51.1</u>	<u>159</u>	<u>67.1</u>	<u>81</u>	<u>60.4</u>	<u>80</u>	<u>73.4</u>	<u>535</u>
Totals..	259		47		237		134		109		786

A chi square value of 18.62 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.0170; therefore, the hypothesis is rejected. It appears that the early childhood, elementary, and middle school cooperating teachers and student teachers (group 1) and elementary, secondary, and postsecondary administrators (group 5) placed a higher relative degree of importance on critical task 22 than did either of the other three groups of school personnel.

TABLE 23

Critical Task #23..The effective cooperating teacher HELPS THE STUDENT TEACHER TO BECOME KNOWLEDGEABLE ABOUT CONTENT AND SKILLS AREAS (37)

Scale	Groups										
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	<u>Totals</u>
VL/L....	12	4.6	8	17.0	29	12.2	17	12.7	10	9.2	76
I.....	83	32.1	16	34.0	74	31.3	35	26.1	30	27.5	238
H/VH...	<u>164</u>	<u>63.3</u>	<u>23</u>	<u>49.0</u>	<u>134</u>	<u>56.5</u>	<u>82</u>	<u>61.2</u>	<u>69</u>	<u>63.3</u>	<u>472</u>
Totals..	259		47		237		134		109		786

A chi square value of 17.19 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.0282; therefore, the hypothesis is rejected. It seems that the early childhood, elementary, and middle school cooperating teachers and student teachers (group 1), special area cooperating teachers and student teachers (group 4), and elementary, secondary, and postsecondary administrators (group 5) placed a higher relative degree of importance on critical task 23 than did either of the other two groups of school personnel.

TABLE 24

Critical Task #24..The effective cooperating teacher HELPS THE STUDENT TEACHER
TO BECOME KNOWLEDGEABLE ABOUT LEARNING RESOURCES (35)

Scale	Groups										
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	<u>Totals</u>
VL/L....	12	4.6	6	12.8	24	10.1	14	10.4	4	3.6	60
I.....	81	31.3	13	27.6	80	33.8	49	36.6	33	30.3	256
H/VH....	<u>166</u>	<u>64.1</u>	<u>28</u>	<u>59.6</u>	<u>133</u>	<u>56.1</u>	<u>71</u>	<u>53.0</u>	<u>72</u>	<u>66.1</u>	<u>470</u>
Totals..	259		47		237		134		109		786

A chi square value of 13.01 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.1114; therefore, the hypothesis is retained. There is no difference among the five groups of school personnel with respect to the relative degree of importance they placed on critical task number 24.

TABLE 25

Critical Task #25..The effective cooperating teacher HELPS THE STUDENT TEACHER TO
BECOME KNOWLEDGEABLE ABOUT LEARNING, LEARNING PROCESSES, and
LEARNING STYLES (39)

Scale	Groups										
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	<u>Totals</u>
VL/L....	41	15.8	5	10.6	40	17.0	27	20.1	13	11.9	126
I.....	95	36.7	20	42.5	81	34.5	49	36.6	41	37.6	286
H/VH....	<u>123</u>	47.5	<u>22</u>	46.9	<u>116</u>	48.5	<u>58</u>	43.3	<u>55</u>	50.5	<u>374</u>
Totals..	259		47		237		134		109		786

A chi square value of 5.12 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.7451; therefore, the hypothesis is retained. There is no difference among the five groups of school personnel with respect to the relative degree of importance they placed on critical task number 25.

TABLE 26

Critical Task #26..The effective cooperating teacher HELPS THE STUDENT TEACHER TO BECOME KNOWLEDGEABLE ABOUT STUDENTS (20)

Scale	Groups										
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	<u>Totals</u>
VL/L....	6	2.4	5	10.6	13	5.5	8	6.0	4	3.7	36
I.....	33	12.7	7	14.9	42	17.7	33	24.6	23	21.1	138
H/VH....	<u>220</u>	84.9	<u>35</u>	74.5	<u>182</u>	76.8	<u>93</u>	69.4	<u>82</u>	75.2	<u>612</u>
Totals..	259		47		237		134		109		786

A chi square value of 21.19 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.0067; therefore, the hypothesis is rejected. It appears that the early childhood, elementary, and middle school cooperating teachers and student teachers (group 1) placed a higher relative degree of importance on critical task number 26 than did either of the other four groups of school personnel.

TABLE 27

Critical Task #27..The effective cooperating teacher HELPS THE STUDENT TEACHER DEVELOP ASSESSING/DIAGNOSING STRATEGIES (27)

Scale	Groups										
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	<u>Totals</u>
VL/L....	7	2.3	6	12.7	11	4.6	10	7.5	4	3.7	38
I.....	41	15.9	9	19.1	43	18.2	34	25.4	33	30.3	160
H/VH....	<u>211</u>	81.8	<u>32</u>	68.2	<u>183</u>	77.2	<u>90</u>	67.1	<u>72</u>	66.0	<u>588</u>
Totals..	259		47		237		134		109		786

A chi square value of 28.87 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.0003; therefore, the hypothesis is rejected. It seems that the early childhood, elementary, and middle school cooperating teachers and student teachers (group 1) placed a higher relative degree of importance on critical task number 27 than did either of the other four groups of school personnel.

TABLE 28

Critical Task #28..The effective cooperating teacher HELPS THE STUDENT TEACHER
DEVELOP INSTRUCTIONAL PLANNING STRATEGIES (22)

Scale	Groups										
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	<u>Totals</u>
VL/L....	6	1.9	5	10.6	12	5.1	7	5.2	6	5.5	36
I.....	49	19.0	7	14.9	51	21.5	35	26.1	20	18.3	162
H/VH....	<u>204</u>	79.1	<u>35</u>	74.5	<u>174</u>	73.4	<u>92</u>	68.7	<u>83</u>	76.2	<u>588</u>
Totals..	259		47		237		134		109		786

A chi square value of 9.52 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.3006; therefore, the hypothesis is retained. There is no difference among the five groups of school personnel with respect to the relative degree of importance they placed on critical task number 28.

TABLE 29

Critical Task #29..The effective cooperating teacher HELPS THE STUDENT TEACHER
DEVELOP INSTRUCTIONAL STRATEGIES (17)

Scale	Groups										
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	<u>Totals</u>
VL/L....	5	1.9	2	4.3	11	3.8	4	3.0	6	5.6	28
I.....	21	8.1	4	8.6	31	12.8	30	22.4	17	14.8	103
H/VH....	<u>233</u>	90.0	<u>41</u>	87.1	<u>195</u>	83.4	<u>100</u>	74.6	<u>86</u>	79.6	<u>655</u>
Totals..	259		47		237		134		109		786

A chi square value of 20.72 (df =8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.0079; therefore, the hypothesis is rejected. It appears that the early childhood, elementary, and middle school cooperating teachers and student teachers (group 1) and the special education cooperating teachers and student teachers (group 2) placed a higher relative degree of importance on critical task number 29 than did either of the other three groups of school personnel.

TABLE 30

Critical Task #30..The effective cooperating teacher HELPS THE STUDENT TEACHER
DEVELOP MANAGEMENT AND CLASSROOM DISCIPLINE STRATEGIES (5)

Scale	Groups										
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	<u>Totals</u>
VL/L.....	6	2.3	3	6.0	10	4.2	5	3.7	2	2.0	26
I.....	6	2.3	4	9.0	20	8.4	12	9.0	3	2.6	45
H/VH.....	<u>247</u>	95.4	<u>40</u>	85.0	<u>207</u>	87.4	<u>117</u>	87.3	<u>104</u>	95.4	<u>715</u>
Totals...	259		47		237		134		109		786

A chi square value of 17.52 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.0251; therefore, the hypothesis is rejected. It seems that the early childhood, elementary, and middle school cooperating teachers and student teachers (group 1) and the elementary, secondary, and postsecondary administrators (group 5) placed a higher relative degree of importance on critical task number 30 than did either of the other three groups of school personnel.

TABLE 31

Critical Task #31..The effective cooperating teacher HELPS THE STUDENT TEACHER
DEVELOP SUPERVISION STRATEGIES WITH STUDENTS (21)

Scale	Groups										
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	<u>Total</u>
VL/L.....	9	3.5	4	8.5	14	5.9	7	5.2	6	2.8	40
I.....	36	13.6	4	8.5	32	13.5	22	16.4	24	24.8	118
H/VH.....	<u>214</u>	82.9	<u>39</u>	83.0	<u>191</u>	80.6	<u>105</u>	78.4	<u>79</u>	72.4	<u>628</u>
Totals...	259		47		237		134		109		786

A chi square value of 14.98 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by change is 0.0596; therefore, the hypothesis is retained. There is no difference among the five groups of school personnel and the relative degree of importance they placed on critical task number 31.

TABLE 32

Critical Task #32..The effective cooperating teacher HELPS THE STUDENT TEACHER DEVELOP EVALUATION STRATEGIES (31)

Scale	Groups										Totals
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	
VL/L.....	10	3.5	6	12.8	14	5.9	11	8.2	6	5.5	47
I.....	70	27.1	9	19.1	65	27.4	31	23.1	29	26.6	204
H/VH.....	<u>179</u>	69.4	<u>32</u>	68.1	<u>158</u>	66.7	<u>92</u>	68.7	<u>74</u>	67.9	<u>535</u>
Totals...259			47		237		134		109		786

A chi square value of 10.54 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.2291; therefore, the hypothesis is retained. There is no difference among the five groups of school personnel and the relative degree of importance they placed on critical task number 32.

TABLE 33

Critical Task #33..The effective cooperating teacher HELPS THE STUDENT TEACHER DEVELOP COMMUNICATION STRATEGIES (23)

Scale	Groups										Totals
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	
VL/L.....	5	1.9	5	10.6	8	3.0	6	4.5	5	4.6	29
I.....	56	21.6	6	12.8	42	17.8	27	20.1	23	21.1	154
H/VH.....	<u>198</u>	76.5	<u>36</u>	76.6	<u>187</u>	79.2	<u>101</u>	75.4	<u>81</u>	74.3	<u>603</u>
Totals...259			47		237		134		109		786

A chi square value of 11.35 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.1828; therefore the hypothesis is retained. There is no difference among the five groups of school personnel and the relative degree of importance they placed on critical task number 33.

TABLE 34

Critical Task #34..The effective cooperating teacher HELPS THE STUDENT TEACHER
DEVELOP PROBLEM-SOLVING/DECISION-MAKING STRATEGIES (28)

Scale	Groups										
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	<u>Totals</u>
VL/L.....	9	3.5	5	10.6	10	4.2	9	6.7	7	1.8	40
I.....	59	22.8	13	27.6	55	23.2	39	29.1	35	36.7	201
H/VH.....	<u>191</u>	73.7	<u>29</u>	61.8	<u>172</u>	72.6	<u>86</u>	64.2	<u>67</u>	61.5	<u>545</u>
Totals...	259		47		237		134		109		786

A chi square value of 15.05 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.0582; therefore, the hypothesis is retained. There is no difference among the five groups of school personnel and the relative degree of importance they placed on critical task number 34.

TABLE 35

Critical Task #35..The effective cooperating teacher HELPS THE STUDENT TEACHER
DEVELOP A POSITIVE LEARNING ENVIRONMENT (10)

Scale	Groups										
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	<u>Totals</u>
VL/L.....	7	2.7	3	6.4	9	3.8	6	4.5	4	3.7	29
I.....	16	6.2	4	8.6	15	6.3	17	12.7	7	6.4	59
H/VH.....	<u>236</u>	91.1	<u>40</u>	85.0	<u>213</u>	89.9	<u>111</u>	82.8	<u>98</u>	89.9	<u>698</u>
Totals...	259		47		237		134		109		786

A chi square value of 8.72 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.3661; therefore, the hypothesis is retained. There is no difference among the given groups of school personnel and the relative degree of importance they placed on critical task number 35.

TABLE 36

Critical Task #36..The effective cooperating teacher HELPS THE STUDENT TEACHER DEVELOP HUMAN RELATIONS STRATEGIES (19)

Scale	Groups										
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	<u>Totals</u>
VL/L....	5	1.6	3	6.4	13	5.5	5	3.7	6	5.5	32
I.....	29	11.2	5	10.6	43	18.1	28	20.9	13	11.9	118
H/VH....	<u>225</u>	87.2	<u>39</u>	83.0	<u>181</u>	76.4	<u>101</u>	75.4	<u>90</u>	82.6	<u>636</u>
Totals..	259		47		237		134		109		786

A chi square value of 14.73 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.0619; therefore, the hypothesis is retained. There is no difference among the five groups of school personnel and the relative degree of importance they placed on critical task number 36.

TABLE 37

Critical Task #37..The effective cooperating teacher HELPS THE STUDENT TEACHER DEVELOP MULTICULTURAL/NONSEXIST STRATEGIES (34)

Scale	Groups										
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	<u>Totals</u>
VL/L....	23	8.9	7	14.8	31	13.1	27	20.3	13	11.9	101
I.....	57	22.7	8	17.1	74	31.2	31	23.3	23	21.2	193
H/VH....	<u>179</u>	68.4	<u>32</u>	68.1	<u>132</u>	55.7	<u>76</u>	56.4	<u>73</u>	66.9	<u>492</u>
Totals..	259		47		237		134		109		786

A chi square value of 20.53 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.0085; therefore, the hypothesis is rejected. It seems that the early childhood, elementary, and middle school cooperating teachers and student teachers (group 1), the special education cooperating teachers and student teachers (group 2), and the elementary, secondary, and postsecondary administrators (group 5) placed a higher relative degree of importance on critical task number 37 than did either of the other two groups of school personnel.

TABLE 38

Critical Task #38..The effective cooperating teacher HELPS THE STUDENT TEACHER
DEVELOP MOTIVATION STRATEGIES (4)

Scale	Groups										
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	<u>Totals</u>
VL/L.....	6	0.4	2	4.2	5	2.2	4	3.0	4	3.7	21
I.....	16	8.1	3	6.4	7	2.9	9	6.7	7	6.4	42
H/VH.....	<u>237</u>	91.5	<u>42</u>	89.4	<u>225</u>	94.9	<u>121</u>	90.3	<u>98</u>	89.9	<u>723</u>
Totals...	259		47		237		134		109		786

A chi square value of 5.33 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.7214; therefore, the hypothesis is retained. There is no difference among the five groups of school personnel and the relative degree of importance they placed on critical task number 38.

TABLE 39

Critical Task #39..The effective cooperating teacher HELPS THE STUDENT TEACHER
DEVELOP A WHOLESOME SELF-IMAGE (14)

Scale	Groups										
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	<u>Totals</u>
VL/L.....	5	1.9	3	7.5	8	3.4	7	5.2	6	1.8	29
I.....	24	9.3	3	2.5	22	9.3	10	7.5	11	13.8	70
H/VH.....	<u>230</u>	88.8	<u>41</u>	90.0	<u>207</u>	87.3	<u>117</u>	87.3	<u>92</u>	84.4	<u>687</u>
Totals...	259		47		237		134		109		786

A chi square vlaue of 11.00 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.2014; therefore, the hypothesis is retained. There is no difference among the five groups of school personnel and the relative degree of importance they placed on critical task number 39.

TABLE 40

Critical Task #40..The effective cooperating teacher IS AN EXEMPLARY MODEL OF
A "GOOD" TEACHER (16)

Scale	Groups										Totals
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	
VL/L....	6	2.3	4	10.0	6	2.5	7	5.2	5	4.6	28
I.....	24	9.3	3	5.0	32	13.5	19	14.2	6	5.5	84
H/VH....	<u>229</u>	<u>88.4</u>	<u>40</u>	<u>85.0</u>	<u>199</u>	<u>84.0</u>	<u>108</u>	<u>80.6</u>	<u>98</u>	<u>89.9</u>	<u>674</u>
Totals..	259		47		237		134		109		786

A chi square value of 16.46 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.0362; therefore, the hypothesis is rejected. It appears that the early childhood, elementary, and middle school cooperating teachers and student teachers (group 1) and elementary, secondary and postsecondary administrators (group 5) placed a higher relative degree of importance on critical task number 40 than did either of the other three groups of school personnel.

TABLE 41

Critical Task #41..The effective cooperating teacher HELPS THE STUDENT TEACHER
DEVELOP ROLE AWARENESS AND ETHICS OF THE PROFESSION (26)

Scale	Groups										Totals
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	
VL/L....	11	4.2	6	5.0	16	6.8	8	6.0	8	2.8	49
I.....	51	19.4	14	37.5	52	21.9	18	13.4	19	19.2	154
H/VH....	<u>197</u>	<u>76.4</u>	<u>27</u>	<u>57.5</u>	<u>169</u>	<u>71.3</u>	<u>108</u>	<u>80.6</u>	<u>82</u>	<u>78.0</u>	<u>583</u>
Totals..	259		47		237		134		109		786

A chi square value of 15.31 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.0535; therefore, the hypothesis is retained. There is no difference among the five groups of school personnel and the relative degree of importance they placed on critical task number 41.

TABLE 42

Critical Task #42..The effective cooperating teacher WILLINGLY FULFILLS
OCCUPATIONAL RESPONSIBILITIES (9)

Scale	Groups										
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	<u>Totals</u>
VL/L....	6	2.3	3	2.6	6	2.1	4	2.2	4	0.9	23
I.....	12	4.6	5	12.8	26	11.0	8	6.7	9	11.0	60
H/VH....	<u>241</u>	93.1	<u>39</u>	84.6	<u>205</u>	86.9	<u>122</u>	91.1	<u>96</u>	88.1	<u>703</u>
Totals..	259		47		237		134		109		786

A chi square value of 10.24 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.2486; therefore, the hypothesis is retained. There is no difference among the five groups of school personnel and the relative degree of importance they placed on critical task number 42.

TABLE 43

Critical Task #43..The effective cooperating teacher POSSESSES PROFESSIONAL
CHARACTERISTICS/PERSONAL QUALITIES (1)

Scale	Groups										
	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	<u>Totals</u>
VL/L....	6	1.9	2	5.0	6	2.1	4	2.2	3	2.8	21
I.....	6	2.4	3	2.5	11	4.7	5	3.8	7	6.4	32
H/VH....	<u>247</u>	95.7	<u>42</u>	92.5	<u>220</u>	93.2	<u>125</u>	94.0	<u>99</u>	90.8	<u>733</u>
Totals..	259		47		237		134		109		786

A chi square value of 5.76 (df = 8) was obtained from these data. The probability of obtaining a chi square value this large by chance is 0.6738; therefore, the hypothesis is retained. There is no difference among the five groups of school personnel and the relative degree of importance they placed on critical task number 43.

CONCLUSIONS

The focus of this study was two-fold: 1) to isolate those critical tasks believed to be the most important as perceived by school personnel and 2) to determine if groups of school personnel placed the same relative degree of importance on each of the 43 critical tasks of the effective supervising teacher.

Based on the findings, these conclusions seemed to emerge:

1. There was considerable consistency among the five groups of school personnel with respect to the relative degree of importance they placed on each of the 43 critical tasks.

2. Early childhood, elementary, and middle school supervising teachers and student teachers (group 1) seemed to place a higher relative degree of importance on critical tasks pertaining to: district personnel policies and performance standards, orientation of the student teacher, evaluation of student teacher performance, sharing of personal beliefs about students in the classroom, helping the student teacher develop his/her own teaching style, helping the student teacher to become knowledgeable about each student in the classroom, and helping the student teacher develop assessing/diagnosing strategies.

3. Special education supervising teachers and student teachers (group 2) appeared to place a higher relative degree of importance on the critical task pertaining to: use of support (special service) personnel.

4. Secondary and postsecondary supervising teachers and student teachers (group 3) and special area supervising teachers and student

teachers (group 4) did not seem to place as high a relative degree of importance on any one of the 43 critical tasks as did the other three groups of school personnel.

5. Elementary, secondary, and postsecondary administrators seemed to place a higher relative degree of importance on the critical task pertaining to: knowledge of district instructional goals and objectives.

6. Early childhood, elementary, and middle school supervising teachers and student teachers (group 1) and special education supervising teachers and student teachers (group 2) appeared to place a higher relative degree of importance on critical tasks pertaining to: use of "self" in working with a student teacher, developing and maintaining a helping relationship, and helping the student teacher develop instructional strategies.

7. Early childhood, elementary, and middle school supervising teachers (group 1) and elementary, secondary, and postsecondary administrators (group 5) seemed to place a higher relative degree of importance on critical tasks pertaining to: district educational philosophy and instructional policies, gradual induction of the student teacher into teaching tasks, helping the student teacher to understand curriculum planning and development strategies, helping the student teacher develop management and classroom discipline strategies, and need for the supervising teacher to be an exemplary model of a "good" teacher.

8. Special education supervising teachers and student teachers (group 1) and elementary, secondary, and postsecondary administrators (group 5) appeared to place a higher relative degree of importance on the

critical task pertaining to: use of various tools and techniques to analyze and modify teaching behavior of the student teacher.

9. Early childhood, elementary, and middle school supervising teachers and student teachers (group 1), special education supervising teachers and student teachers (group 2), and elementary, secondary, and postsecondary administrators (group 5) seemed to place a higher relative degree of importance on critical tasks pertaining to: providing a facilitating environment for the student teacher and helping the student teacher develop multicultural/nonsexist strategies.

10. Early childhood, elementary, and middle school supervising teachers and student teachers (group 1), special area supervising teachers and student teachers (group 4), and elementary, secondary, and postsecondary administrators (group 5) appeared to place a higher relative degree of importance on the critical task pertaining to: helping the student teacher become more knowledgeable about content and skills areas.

11. All five groups of school personnel seemed to place about the same relative degree of importance on critical tasks pertaining to: assisting the student teacher in making the transition from college student to student teacher, providing a flexible work schedule for the student teacher, providing freedom to teach, conducting purposeful conferences with the student teacher, self-assessment of professional development as a supervising teacher, accepting the student teacher as a coworker, understanding supervisory role, knowledge about district curriculum, helping the student teacher to become more knowledgeable about learning resources, helping the student teacher to become more knowledgeable about learning, learning processes, and learning styles,

helping the student teacher develop instructional planning strategies, helping the student teacher develop supervisory strategies with students in the classroom, helping the student teacher develop evaluation strategies, helping the student teacher develop communication strategies, helping the student teacher develop problem-solving/decision-making strategies, helping the student teacher develop a positive learning environment, helping the student teacher develop human relations strategies, helping the student teacher develop motivation strategies, helping the student teacher develop a wholesome self-image, helping the student teacher develop role awareness and ethics of the profession, willingness of supervising teacher to fulfill occupational responsibilities, and possession of professional characteristics/personal qualities.

IMPLICATIONS

Teacher educators responsible for assigning student teachers may wish to consider these critical tasks as supporting factors in the initial selection of supervising teachers.

Directors of student teaching and college/university supervisors may wish to construct an assessment instrument that includes the most important critical tasks isolated in this study for use by supervising teachers in a self-assessment process, and/or by student teachers and college/university supervisors in evaluating supervising teachers on a regular and continuing basis for retention purposes.

The results of this study may serve as a resource to a unit in a college/university course designed to improve the effectiveness of supervising teachers and subsequently improve the quality of the student teaching experience.

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APPENDIX

UNIVERSITY OF NORTHERN IOWA
College of Education

Office of Student Field Experiences

Department of Teaching

Marking Scale

- | | |
|-------------------------------------|--------------------------------------|
| 1.....Very low degree of importance | 4.....High degree of importance |
| 2.....Low degree of importance | 5.....Very high degree of importance |
| 3.....Important | |

PART II

Q U E S T I O N N A I R E

Critical Tasks for Cooperating Teachers

1. The effective cooperating teacher POSSESSES KNOWLEDGE OF DISTRICT EDUCATIONAL PHILOSOPHY and INSTRUCTIONAL POLICIES

Subcategories

1. Is familiar with district educational philosophy and policies
2. Able to cite specific district philosophy and policies related to classroom instructional responsibilities to student teacher
3. Shares district philosophy and policies with student teacher

2. The effective cooperating teacher POSSESSES KNOWLEDGE OF DISTRICT PERSONNEL POLICIES and PERFORMANCE STANDARDS

Subcategories

1. Shares district personnel policies and performance standards with student teacher
2. Shares district policies related to a particular instructional assignment, e.g. allotted planning time for teachers, working with paraprofessionals
3. Shares performance requirements or competency standards for given instructional tasks with student teacher

3. The effective cooperating teacher POSSESSES KNOWLEDGE OF DISTRICT INSTRUCTIONAL GOALS and OBJECTIVES

Subcategories

1. Shares specific district instructional goals and objectives with student teacher
2. Shares specific district goals and objectives which relate to a particular subject or skill area and to particular age or grade placement levels with student teacher

OVER

4. The effective cooperating teacher ASSISTS THE STUDENT TEACHER TO MAKE TRANSITION FROM COLLEGE STUDENT TO STUDENT TEACHER

Subcategories

1. Familiarizes self with background of student teacher
2. Provides opportunities for the student teacher to participate in classroom activities early in the student teaching experience
3. Raises specific questions about students, lesson planning, teaching materials, etc. with the student teacher

5. The effective cooperating teacher ORIENTS THE STUDENT TEACHER TO SIGNIFICANT ELEMENTS OF THE STUDENT TEACHING EXPERIENCE

Subcategories

1. Explains general school policies, rules and regulations, etc. to student teacher
2. Assists the student teacher in getting to know the faculty, support personnel, and others
3. Acquaints the student teacher with classroom routines, daily schedule, etc.

6. The effective cooperating teacher PROVIDES FOR THE GRADUAL INDUCTION OF THE STUDENT TEACHER INTO TEACHING TASKS

Subcategories

1. Assesses readiness level of the student teacher; not a "sink or swim" experience
2. Arranges for the student teacher to participate in instructional program through "mini-teaching"
3. Permits student teacher to assist with routine tasks
4. Facilitates involvement of student teacher in the instructional program

7. The effective cooperating teacher PROVIDES A FLEXIBLE WORK SCHEDULE FOR THE STUDENT TEACHER

Subcategories

1. Allows variation from the daily schedule to provide opportunities for the student teacher to work independently with individuals, groups, or the class
2. Extends teaching time for the student teacher when interest on the part of the students make it productive

8. The effective cooperating teacher POSSESSES KNOWLEDGE OF SUPPORT (special service) PERSONNEL

Subcategories

1. Is familiar with available support services
2. Knows if the resources and services are appropriate and effective for helping students with special needs

9. The effective cooperating teacher PROVIDES FREEDOM TO TEACH

Subcategories

1. Allows the student teacher to become a full partner in the instructional program
2. Permits the student teacher to work through an idea to completion even if it differs from the manner in which the supervisor would have done it
3. Provides the student teacher freedom to try different teaching and controlling techniques
4. Provides opportunities to assume full-time teaching but remains available
5. Permits the student teacher to learn from his/her own mistakes when the extent of recovery is not too serious

10. The effective cooperating teacher CONDUCTS PURPOSEFUL CONFERENCES WITH THE STUDENT TEACHER

Subcategories

1. Arranges for a regular time and place to conduct conferences
2. Uses conference time to evaluate last lessons taught and suggests ways for improvement
3. Uses conference time to establish short and long term goals with the student teacher
4. Uses conference time to outline expectations

11. The effective cooperating teacher UTILIZES VARIOUS TOOLS AND TECHNIQUES TO ANALYZE and MODIFY TEACHING BEHAVIOR OF THE STUDENT TEACHER

Subcategories

1. Uses verbal and non-verbal interaction techniques placing emphasis upon the study of teaching and the use of interaction analysis systems (e.g. Flanders, VICS, OsCar, etc.)
2. Uses video-tape recorder in a diagnostic sense to ascertain specific problems encountered by the student teacher
3. Uses the video-tape recorder for evaluating student teacher behaviors

12. The effective cooperating teacher IS CAPABLE OF SELF-EVALUATING PROFESSIONAL DEVELOPMENT AS A SUPERVISOR OF A STUDENT TEACHER

Subcategories

1. Able to provide self-assessment of own performance
2. Skill in self-analysis and self-evaluation
3. Is open to constructive comments by others and is receptive to suggestions for improvement
4. Possesses supervisory skills that work effectively with a student teacher

OVER

13. The effective cooperating teacher PROVIDES FOR EVALUATION OF STUDENT TEACHER PERFORMANCE

Subcategories

1. Evaluates cooperatively and centers it around self-evaluation
2. Evaluates on a continuous basis with comprehensiveness
3. Evaluates by citing specific examples
4. Evaluates the student teacher as an individual and avoids making comparison with previous student teachers
5. Has the capability of making a fair and accurate evaluation of the student teacher
6. Constructively critiques daily plans, lessons taught, and behaviors observed

14. The effective cooperating teacher ACCEPTS THE STUDENT TEACHER AS A CO-WORKER

Subcategories

1. Arranges informal opportunities to get to know the student teacher
2. Maintains an open mind toward suggestions offered by the student teacher
3. Demonstrates confidence in the student teacher
4. Believes that student teacher works with and not for supervisor

15. The effective cooperating teacher PROVIDES A FACILITATING ENVIRONMENT FOR THE STUDENT TEACHER

Subcategories

1. Eliminates barriers that lie in the path of exploration on the part of the student teacher
2. Modifies student teacher misconceptions about children and learning

16. The effective cooperating teacher UNDERSTANDS SUPERVISORY ROLE

Subcategories

1. Helps rather than dominates
2. Understands rather than condemns
3. Accepts rather than rejects
4. Values integrity rather than violates integrity
5. Possesses positive rather than negative attitude
6. Provides guidance and direction

CONTINUE

17. The effective cooperating teacher SHARES HIS/HER BELIEFS ABOUT STUDENTS WITH THE STUDENT TEACHER

Subcategories

1. Helps student teacher develop adequate beliefs about people by exposure to new ideas and concepts through personal experiences
2. Helps student teacher to become sensitive to others
3. Helps student teacher develop perceptions about students that are accurate and useful

18. The effective cooperating teacher USES "SELF" IN WORKING WITH STUDENT TEACHER

Subcategories

1. Has the capacity for sharing self with student teacher
2. Sees self in essentially positive ways
3. Perceives self accurately and realistically
4. Possesses deep feelings of identification with others

19. The effective cooperating teacher DEVELOPS and MAINTAINS EXCELLENT HELPING RELATIONSHIPS

Subcategories

1. Promotes an atmosphere of professional equality
2. Considers the student teacher as a partner in the classroom
3. Recognizes the importance of making the student teacher feel safe and secure

20. The effective cooperating teacher HELPS THE STUDENT TEACHER DEVELOP HIS/HER OWN TEACHING STYLE

Subcategories

1. Permits the student teacher to become innovative and creative
2. Integrates own teaching style with that of the student teacher

21. The effective cooperating teacher HELPS THE STUDENT TEACHER TO BECOME KNOWLEDGEABLE ABOUT DISTRICT CURRICULUM

Subcategories

1. Able to locate, describe and explain the rationale for the district curriculum for a given subject or skill area
2. Able to explain and cite examples of the relationships between district curriculum programs and the district's statements of goals and objectives

OVER

22. The effective cooperating teacher HELPS THE STUDENT TEACHER UNDERSTAND CURRICULUM PLANNING and DEVELOPMENT STRATEGIES

Subcategories

1. Able to develop and explain an outline or organization of major ideas or skills of a course of study in a given subject or skill area
 2. Able to develop and explain scope and sequence for a curriculum program
 3. Able to develop and explain a plan for a learning unit
23. The effective cooperating teacher HELPS THE STUDENT TEACHER TO BECOME KNOWLEDGEABLE ABOUT CONTENT and SKILLS AREAS

Subcategories

1. Able to explain the major ideas and/or skills in a given subject area showing relationships among ideas and/or skills
 2. Able to identify broad ideas and/or skills and component subideas and subskills
 3. Able to explain current trends, issues, research, etc. in given area of subject matter
24. The effective cooperating teacher HELPS THE STUDENT TEACHER TO BECOME KNOWLEDGEABLE ABOUT LEARNING RESOURCES

Subcategories

1. Able to cite a variety of types of learning resources
 2. Able to explain and show how different types of resources function to help achieve learning goals and objectives
 3. Able to explain how various learning resources should be used
25. The effective cooperating teacher HELPS THE STUDENT TEACHER TO BECOME KNOWLEDGEABLE ABOUT LEARNING, LEARNING PROCESSES, and LEARNING STYLES

Subcategories

1. Able to identify and discuss the elements of common learning theories and philosophies
2. Able to identify and explain the effect of factors which inhibit and facilitate different types of learnings
3. Able to describe and explain a sequence of learnings or a learning process

CONTINUE

26. The effective cooperating teacher HELPS THE STUDENT TEACHER TO BECOME KNOWLEDGEABLE OF STUDENTS

Subcategories

1. Able to describe characteristics and needs of all or most students at a given age or developmental level
2. Able to describe common needs, interests, and abilities of a given group of students
3. Able to describe differences in needs, interests, and abilities of a given group of students
4. Able to describe the characteristics and learning needs of given individual students

27. The effective cooperating teacher HELPS THE STUDENT TEACHER DEVELOP ASSESSING/DIAGNOSING STRATEGIES

Subcategories

1. Able to identify student performance which needs to be improved or extended
2. Able to prioritize students' learning needs
3. Able to make, and support with evidence inferences about the possible causes for the students' inability to perform adequately

28. The effective cooperating teacher HELPS THE STUDENT TEACHER DEVELOP INSTRUCTIONAL PLANNING STRATEGIES

Subcategories

1. Stresses the importance of short and long-range planning
2. Plays an active role in planning with the students
3. Able to explain and justify choices of elements in a lesson or learning unit plan

29. The effective cooperating teacher HELPS THE STUDENT TEACHER DEVELOP INSTRUCTIONAL STRATEGIES

Subcategories

1. Able to make introductory and transitional statements which make students aware of what is going to take place, why, and the relationship of one activity to another
2. Able to present information orally or in written or graphic form so students are able to do the required tasks
3. Able to use non-verbal techniques appropriately to facilitate and encourage student response
4. Able to motivate learners

OVER

30. The effective cooperating teacher HELPS THE STUDENT TEACHER DEVELOP
MANAGEMENT and CLASSROOM DISCIPLINE STRATEGIES

Subcategories

1. Able to provide examples of effective classroom discipline and control
2. Able to plan and give directions
3. Able to establish, communicate, and supervise procedures so that students move from one activity to another, from one work area to another with a minimum of confusion and time loss

31. The effective cooperating teacher HELPS THE STUDENT TEACHER DEVELOP
SUPERVISION STRATEGIES

Subcategories

1. Able to communicate to students the specific goals and requirements of assigned tasks
2. Able to elicit feedback from students as to their understanding of the assigned task
3. Able to collect data about student performance or product based on observation and analysis

32. The effective cooperating teacher HELPS THE STUDENT TEACHER DEVELOP
EVALUATION STRATEGIES

Subcategories

1. Able to locate and identify performance standards for given students in given curricular areas
2. Able to cite and use a variety of means for obtaining student performance data in a given curricular area
3. Able to compare student performance data with performance standards and/or previous performance data

33. The effective cooperating teacher HELPS THE STUDENT TEACHER DEVELOP
COMMUNICATION STRATEGIES

Subcategories

1. Able to identify and locate sources of information related to students, classroom instruction, curriculum, etc.
2. Able to ask questions, verbally or in writing of students and others in eliciting needed information
3. Able to transmit effectively, verbally and non-verbally, information and ideas to others
4. Able to interpret and apply information received in either oral or written form

CONTINUE

34. The effective cooperating teacher HELPS THE STUDENT TEACHER DEVELOP
PROBLEM-SOLVING/DECISION-MAKING STRATEGIES

Subcategories

1. Able to identify classroom-related situations which may require problem-solving and decision-making
2. Able to implement, independently or with students a problem-solving/decision-making strategy
3. Able to suggest, explain, and analyze a number of alternative solutions or choices which would produce desired outcomes

35. The effective cooperating teacher HELPS THE STUDENT TEACHER DEVELOP
A POSITIVE LEARNING ENVIRONMENT

Subcategories

1. Able to give clear and concise directions and outline procedures to students
2. Able to provide for individual differences and prescribe work to provide for those differences
3. Able to monitor interests and provide assistance to students when needed
4. Able to improve the teaching/learning atmosphere

36. The effective cooperating teacher HELPS THE STUDENT TEACHER DEVELOP
HUMAN RELATIONS STRATEGIES

Subcategories

1. Promotes feeling of worth in pupils and productive interaction among learners
2. Plans viable means to combat prejudice and negative reactions
3. Demonstrates effective techniques and methods to build and enhance self-concept of learners
4. Is prepared to encounter prejudice and hostility

37. The effective cooperating teacher HELPS THE STUDENT TEACHER DEVELOP
MULTICULTURAL/NONSEXIST STRATEGIES

Subcategories

1. Recognizes that all cultures have the same human needs
2. Utilizes those instructional materials and resources which promote understandings
3. Encourages learner respect for all cultures
4. Helps learners understand their values and attitudes

OVER

38. The effective supervising teacher HELPS THE STUDENT TEACHER DEVELOP
MOTIVATION STRATEGIES

Subcategories

1. Helps the student teacher understand student behavior
2. Helps the student teacher motivate by personal behavior
3. Helps the student teacher motivate by content variation
4. Helps the student teacher motivate by clarifying objectives
5. Helps the student teacher motivate by grouping
6. Helps the student teacher arouse, sustain, and regulate activity
7. Helps the student teacher apply incentives
8. Helps the student teacher use devices that appeal to pupils

39. The effective cooperating teacher HELPS THE STUDENT TEACHER DEVELOP A
WHOLE SOME SELF-IMAGE

Subcategories

1. Encourages pupils to display courteous and cooperative attitudes toward the student teacher
2. Develops confidence of student teacher by permitting him/her to work alone part of the time
3. Refrains from interrupting the student teacher or interfering with the class or group while under the direction of the student teacher

40. The effective cooperating teacher IS AN EXEMPLARY MODEL OF A "GOOD" TEACHER

Subcategories

1. Uses a variety of teaching strategies
2. Standards of teaching are excellent
3. Quality of teaching is such that student teacher would do well to emulate

41. The effective cooperating teacher HELPS THE STUDENT TEACHER DEVELOP ROLE
AWARENESS and ETHICS OF THE PROFESSION

Subcategories

1. Helps the student teacher understand duties and responsibilities as a classroom teacher
2. Helps the student teacher understand the principles and standards of desirable conduct
3. Helps the student teacher understand the need of personal and social ethics

CONTINUE

42. The effective cooperating teacher WILLINGLY FULFILLS OCCUPATIONAL RESPONSIBILITIES

Subcategories

1. Possesses positive attitude toward role as a supervisor
2. Enjoys working with a student teacher
3. Is satisfied with teaching assignment

43. The effective cooperating teacher POSSESSES PROFESSIONAL CHARACTERISTICS/ PERSONAL QUALITIES

Subcategories

1. Possesses affective capabilities (e.g. enthusiasm, considerateness, dependability, maturity of judgement, resourcefulness, etc.)
2. Is emotionally mature
3. Possesses good health and vitality
4. Makes good use of time
5. Possesses sense of humor
6. Gets along well with others

END OF PART II